

# Targeted Assistance Components

1. Use such program's resources under Title I to help participating children meet State's challenging student academic achievement standards expected for all children.
2. Ensure that planning for students served under Title I is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that-
  - a. Gives primarily consideration to providing extended learning time, such as an extended school year, before and after school, and summer programs and opportunities,
  - b. Help provide an accelerated, high-quality curriculum, including applied learning, and
  - c. Minimize removing children from the regular classroom during regular school hours for instruction provided by Title I.
4. Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.
5. Provide instruction by highly qualified teachers.
6. Provide opportunities for professional development with resources provided under Title I and to the extent practicable from other sources, for teachers, principals, and paraprofessionals including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under Title I or in the regular education program.
7. Provide strategies to increase parental involvement such as family literacy services.
8. Coordinate and integrate Federal, State and local services and programs, including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.